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ABSTRACT

This training packet on the whole language approach is 1 of 10 developed by the Study of Adult Basic Education(ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Three topics are covered in the sessions: psycholinguistic theory and whole language philosophy; evaluation of reading miscues; and converting commercial materials to whole language. Time is allowed for preparation for the home task and feedback on the home task. Trainers' supplements, including sample answers, follow. Other contents include masters for all handouts and transparencies needed in the sessions. (YLB)

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ED 368 948

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

WHOLE LANGUAGE APPROACH

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Introduction to
THE ABE/ESL INSTRUCTOR TRAINING SERIES

Scope and Content

The Study of ABE/ESL Training Approaches Project has developed ten training packets to assist ABE and ESL instructors, both professionals and volunteers. Packet topics were selected based on a national review of training content and practices and on recommendations from selected experts representing ABE, ESL, and volunteer programs across the United States.

Packet topics include:

1. The Adult Learner
2. Planning for Instruction
3. Team Learning
4. Monitoring Student Progress
5. Volunteers and Teachers in the Classroom
6. Communicative ESL Teaching
7. Mathematics: Strategic Problem Solving
8. Whole Language Approach
9. Improving Thinking Skills for Adult Learners
10. Learning Disabilities: Learner Centered Approaches

There is no suggested sequence implied in the above listing. Each packet is intended to stand alone. Each encompasses a two- or three-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about one month apart. Packets include detailed instructions for workshop leaders and masters for all handouts and transparencies needed in the workshops.

Key Assumptions about Adult Learning

All packets have been designed to guide workshop leaders to model the adult learning principles upon which the packets are based. These principles apply to the training of instructors as well as to educating adult students. Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and they attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.
- they provide *input* into the planning of their own learning goals and processes.
- they have opportunities to engage in *social learning*, i.e., they learn from peers as well as from an instructor.

(including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.

- they are able to associate new learning with previous *experiences* and to use those experiences while learning.
- they have an opportunity to *apply theory/information* to practical situations related to their own lives.

In accord with these assumptions, each packet employs research-based components of effective training and staff development: *theory, demonstration, practice, structured feedback, and application with follow-up.* Key research findings on these components are:

1. The *theory* that underlies any new practice is a necessary but insufficient component of training.
2. *Demonstrations* that illustrate new practices and reinforce their use are essential to full comprehension and implementation.
3. Instructors need to *practice* new approaches in a safe environment and to receive *structured feedback* on their attempts.
4. New approaches need to be *applied* over time in a real situation – preferably ones where continuing feedback and analysis are possible (e.g., peer coaching or mentoring).

Research indicates that long-term change is likely to occur only when all of the above conditions are met.

ABOUT THE WHOLE LANGUAGE APPROACH TRAINING PACKET

This training packet employs selected research-based components of effective training and staff development in the following manner:

THEORY: An inductive format is used in presenting theory. This approach requires participants to extract theory from experiential activities, rather than memorize theory from a lecture (a deductive format). Through case study analysis and cooperative learning activities, participants learn about and internalize theory by discussing it with others.

In this training packet, theories supporting the whole language approach are presented in two compact readings on *psycholinguistic theory* and *whole language*.

DEMONSTRATION: A video of an adult education class combined with focus questions enable participants to identify and analyze an application of the whole language approach presented in the packet.

PRACTICE: Between Sessions One and Two, participants will have an opportunity to practice using the whole language approach in real instructional settings.

STRUCTURED FEEDBACK: During Session Two, using a worksheet for analysis, participants will have the opportunity to synthesize and compare the practices they have tried or observed.

APPLICATION: Finally, participants will construct new lessons that apply the "Whole Language Approach" to conventional ABE/ESL materials.

Beyond these selected components of effective staff development, the "Whole Language Approach" training packet also employs an additional "metacognitive" component:

REFLECTION ON WORKSHOP PROCESSES: At two points during the workshop, participants are asked to analyze workshop activities after completing them. During these analyses, participants think about the types of thinking and learning that the activities stimulate. As a result, participants become conscious of the theories and assumptions that underlie and guide this training packet.

During these training sessions, "learning by doing" is the focus. Participants experience new instructional approaches, and then reflect upon, analyze, and generalize from their experience. Such learning is more likely to be remembered and used than is rote learning.

About the Participants . . .

This training packet is designed for *ABE instructors, ESL instructors, and volunteer instructors*. Because the content of this packet focuses on general principles of adult

learning, all participants need to be involved in all components of the training. In this training packet, therefore, participants work in "like groups" while planning and then reflecting upon their home task. At that time, small groups of ABE instructors and ESL instructors will be formed. Volunteer instructors will join whichever group most closely approximates their major teaching assignment.

REGARDING THE SUGGESTED TIMES: All the suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiarity with the materials also will enable you to personalize the materials by adding anecdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

WORKSHOP OVERVIEW

Objectives:

By the end of this workshop, participants will be able to:

1) identify components of the whole language philosophy and the psycholinguistic theory upon which it is based;
2) apply whole language approaches to literacy acquisition practices in ABE and ESL;
3) construct lessons that embody whole language activities;
4) teach whole-language-based lessons to their students; and
5) adapt their use of conventional adult literacy materials to reflect whole language approaches.

Time:

Total time required for workshop: approximately 7 - 8 hours

- Session One: 3 1/2 - 4 hours
- Interim Activities at Home Sites: approximately 2 - 4 hours over a two week period
- Session Two: 3 1/2 - 4 hours

Materials Checklist:

Hardware:

- VHS Player (1/2") and Monitor
- Overhead Projector

Software:

- Video: *Whole Language/Language Experience, ABE Classroom* (VHS Cassette)
- Packet Handouts
- Packet Transparencies
- Blank Transparencies and Transparency Pens

Preparations Checklist:

- Tally results of the Participant Questionnaire.
- Duplicate handouts.
- Check equipment to be sure that its working properly and that the video is cued up to the beginning.

WORKSHOP OUTLINE
SESSION ONE

MATERIALS	ACTIVITIES	TIMES
H-3, T-A*	I. Introduction, Agenda Review, Objectives, Results of Questionnaire (Whole Group) • Introduction • Agenda/Objectives • Questionnaire	5 min. 5 min. 5 min.
H-4-a,b,c,d,e, T-B	II. Reading Lesson: "A Story for Teachers" (Whole Group) • Reading Activity • Questioning Strategy	 25 min. 25 min.
T-C	III. Reflection on Session One (Whole Group)	5 min.
H-5, H-6-a,b, H-7, T-D	IV. Readings: Psycholinguistic Theory and Whole Language Philosophy (Pairs, Teams of Four, Whole Group) • Readings Theory • Theory Analysis • Whole Group Feedback	 15 min. 15 min. 10 min.
	BREAK	15 min.
H-8, H-9, T-E, T-F	V. Evaluation of Reading Miscues: Bill and Sam (Individuals, Pairs and Whole Group) • Reading Miscue Exercise • Feedback • Teaching Prescriptions	 15 min. 10 min. 10 min.
T-G	VI. Video (Whole Group) • View video • Brainstorm	 10 min. 10 min.
H-10	VII. Home Task Lesson Planning • Lesson Planning • Feedback	 20 min. 10 min.
H-11	VIII. Evaluation and Wrap-Up (Whole Group) • Evaluation • Wrap-Up	10 min.

* H = handout, T = transparency

WORKSHOP OUTLINE
SESSION TWO

MATERIALS	ACTIVITIES	TIMES
H-13, H-23, H-24, H-25, T-H	I. Welcome, Summary of Session One, Agenda Review (Whole Group) • Welcome/Review • Agenda • Mention Handouts	 5 min. 5 min. 5 min.
H-14, T-I	II. Psycholinguistic Review Exercise (Individual and Whole Group) • Decoding • Analysis • Feedback • Summary	 15 min. 10 min. 5 min. 5 min.
H-15, T-J,	III. Home Task Analysis (Groups of Six) • Form Groups • Sharing • Feedback	 5 min. 30 min. 15 min.
	BREAK	15 min.
H-16, H-17, T-K	IV. Converting Commercial Materials to Whole Language: Introduction (Whole Group) • Review • Activity • Brainstorm	 5 min. 5 min. 10 min.
H-18, H-19, H-20, H-21 H-22, T-L	V. Converting Commercial Materials to Whole Language: Practice (Groups of Four) • Form Groups • Small Group Activity • Feedback • Optional Activity	 5 min. 25 min. 15 min.
T-M	V. Reflection on the Workshop (Whole Group) • Recall Activities and Reflect	 15 min.
H-26	VI. Evaluation and Wrap-Up (Whole Group) • Wrap-Up • Evaluation of Workshop	15 min.

BEFORE SESSION ONE

The following tasks should be completed *before* Session One of the workshop:

- ☐ **Send out flyers** announcing the workshop series. (See handout H-1 for a sample.)
- ☐ **Send the Participant Questionnaire** (H-2) to all persons responding to the flyer. The suggested maximum of participants for each workshop series is 30 persons.
- ☐ **Duplicate all handouts for Session One** (H-3 through H-11) and arrange them into packets. By providing one packet of materials to each individual, constant handling of materials during the session can be avoided.

> **Note:** Handouts 4-a through 4-e should be copied back-to-back and folded to create "booklets" for all participants. H-4-a is the booklet "cover" and should be copied single-sided. H-4-b and H-4-c should be copied back-to-back. H-4-d and H-4-e should be copied back-to-back. When folded, the booklet pages should be sequential, numbered 1 through 8.

- ☐ **Make transparencies** from the Transparency Masters provided for Session One (T-A through T-G).
- ☐ **Tally the results of the Participant Questionnaire.** (This can be done easily on a blank copy of the Participant Questionnaire.) You may also want to make a transparency of those results to share with participants.
- ☐ **Order all equipment** (VHS player and monitor, and overhead projector) and make sure it is operating correctly.
- ☐ **Arrange for a place** to hold Session One and make sure it has sufficient space and movable chairs for break-out activities.
- ☐ **Obtain name tags** for participants.
- ☐ **Prepare a sign-in sheet** to verify attendance at both workshop sessions. Include spaces for names, addresses and phone numbers, for future contact with participants.
- ☐ **Arrange for any refreshments** that will be available.
- ☐ **Read the Trainer Notes for Session One,** pages 9-16 and related Trainers' Supplements. **Review** handouts H-3 through H-11 and transparencies T-A through T-G.

Trainer Notes: SESSION ONE

MATERIALS	ACTIVITIES	TIMES
	I. Introduction, Agenda Review, Objectives, Results of Questionnaire (Whole Group)	
	• **Introduction:** Introduce yourselves as trainers and involve participants by asking questions of the group for a show of hands: e.g., How many are ABE instructors? How many teach ESL? How many are volunteer instructors? Administrators? Etc.	5 min.
H-3, T-A*	• **Agenda/Objectives:** Call attention to the agenda for Session One of the workshop (Using H-3 and T-A) and quickly summarize the day's activities and their relationship to workshop objectives.	5 min.
	• **Questionnaire:** If the Participant Questionnaire was sent out, note highlights of results from that questionnaire and how they relate to workshop activities.	5 min. (if used)
	II. Reading Lesson: "A Story for Teachers" (Whole Group)	
H-4-a,b,c,d,e	**Note:** Before the workshop, Handouts H-4-a through H-4-e should be run off and folded to form a booklet, "A Story for Teachers." H-4-a (the booklet's cover) should be run single-sided. H-4-b and H-4-c should be run back-to-back. H-4-d and H-4-e should be run back-to-back. Inside, when folded, the booklets pages should be sequential, numbered 1 through 8. Do not include these booklets in participants' handout packets. Rather, save them to distribute at the start of the "Reading Lesson" activity.	

Note: These annotated notes are designed to provide detailed assistance in understanding the intended sequence, message and timing of this workshop. Leaders, once they understand this outline, may want to make their own notes to follow during the workshop, to make their presentation of the workshop smoother and more spontaneous.

*H=Handout; T=Transparency

MATERIALS	ACTIVITIES	TIMES
T-B	• **Reading Activity:** Do not inform participants of this, but during this activity, you will be modeling a "traditional" approach to reading instruction. Hand out booklets to participants. Instruct them not to open the booklets until they are told to do so. When everyone has received a booklet, call their attention to T-B on the overhead. Explain they are about to read a story written in an alphabet modeled after English. For example, whenever * (point out on transparency) appears, it is an "i." ■ is always an "n" and so on. Explain also that whenever a new word appears, the English version will also appear in parentheses after the symbols representing the new word. Point out "I want" and the symbols on T-B. Ask if there are any questions. Tell participants that you will invite individuals to read the story aloud. Explain that it is important for them not to read ahead but to follow along with the oral reader. They may, however, look back at previous words and pictures for assistance at any time.	25 min.

Note: A fully decoded story is available for leaders on pages 22-24.

Now, invite the group to open their booklets to page 1. Call attention to the picture (do this only once) and ask what they think is happening. Then ask someone to read page 1 aloud, someone to read page 2, and someone to read page 3.

Note: If participants hesitate, consistently ask what is the letter they are trying to read. If necessary, invite others to supply that letter. This process is to put deliberate pressure on readers and to reinforce only one way of decoding – by individual letters.

MATERIALS	ACTIVITIES	TIMES
	At the end of page 3, ask a different participant to tell what has happened so far in the story. Call on others if it is incomplete. **Be sure to praise successful readers throughout.** Continue reading in the same manner through the rest of the story, pausing every couple of pages to ask what has happened. At the end, you may want to ask someone to read the sign in the illustration on page 1 and the name of the book in the illustrations on pages 2 and 8. Praise correct responses.	
	• **Questioning Strategy**: After the story is completed, ask the following questions of the whole group and of readers, as noted. Move through this exercise as quickly as possible. 1. What strategies did you use to read this text? 2. How did it make you feel when you had to decode the story aloud in front of the whole group? When you were asked to decode a single letter? 3. Why do you think so many different strategies were used by participants in this workshop? 4. Based on your experience "reading" this story, what would you conclude about the process of reading? 5. Suppose this story had contained unfamiliar vocabulary or that the pictures had been absent, what different strategies might you have used? 6. Did reading this story give you any new insights into the challenges facing either ABE or ESL adult literacy students ?	15 min.
	• **Summary:** Point out how your intervention to support reading by letters can inhibit students who are developing their own effective reading strategies.	

MATERIALS	ACTIVITIES	TIMES

III. Reflection on Session One (Whole Group)

> **Note:** The purpose of the "reflection" is not for evaluation (which is done at the end of the session) but rather to bring to a conscious level the processes that are modeled in this session. If time is very short, the leaders may elect to present this information; but it is more effective if participants, themselves, recall the processes.

T-C

- After the questions have been asked and answered put T-C (Higher-Order Questioning Sequence) on the overhead. Tell participants you used an inductive questioning strategy (i.e., one that proceeds from parts to whole or from recall of information to generalization) when you lead the discussion about their different reading strategies. That questioning strategy also requires higher order thinking skills. (i.e., the sequence of questions required participants to move from literal recall to evaluation.) The result is an integration of reading and thought processes, which is advocated by psycholinguistic theory and is essential to the whole language philosophy. — 5 min.
- Inform participants that this questioning strategy is based on the work of Piaget as interpreted by Hilda Taba. Mention that a copy of T-C will be provided as handout H-23 in Session Two.

IV. Readings: Psycholinguistic Theory and Whole Language Philosophy (Pairs, Teams of Four, Whole Group)

H-5, H-6-a, b, H-7

- **Reading Theory:** Divide whole group into five teams by "counting off." Assign each team responsibility for one of the five whole language principles presented in handout H-7. Ask half the members of each team to read the article, "Psycholinguistic Theory" and the other half to — 15 min.

MATERIALS	ACTIVITIES	TIMES
	read "Whole Language" (H-5 and H-6). While reading, they should especially consider how psycholinguistic theory supports the whole language principle assigned to them.	
	• **Theory Analysis:** Ask all teams to discuss their assigned principles of whole language. Each team should decide together how psycholinguistic theory supports its assigned principle. If time permits, teams may then consider other principles as well.	15 min.
T-D	• **Whole Group Feedback:** Call upon each team in order to report its observations on the relationships between psycholinguistic theory and whole language. Make notes of teams' reports on T-D. A sample completed form can be found on page 25.	10 min.
	Break	15 min.
	V. Evaluation of Reading Miscues: Bill and Sam (Individuals, Pairs and Whole Group)	
H-8, H-9, T-E	• **Reading Miscue Exercise:** Quickly divide the group into pairs. Next, explain the miscue symbols using T-E. (These miscue symbols also appear on the bottom of H-8). Ask the participants to read H-8 (Reading Miscue Exercise). As soon as each has completed the reading, each pair should discuss and complete the top half of H-9 (Reading Miscue Worksheet).	15 min.
	Note: The bottom half of the Worksheet (H-9) can be worked on as an **extender exercise** if some pairs finish more quickly than others.	
T-F	• **Feedback:** After pairs have spent 15 minutes reading H-8 and completing the top of H-9, call the group's attention back into whole group session (**participants should stay in pairs – only the attention is shifted**). Ask questions in the sequence noted below. Record responses on T-F.	10 min.

MATERIALS	ACTIVITIES	TIMES

1. How many thought Bill is the better reader? (Record number at top of form.)
2. How many thought Sam was the better reader? (Also record at top of form.)
3. Why did Bill's supporters think he was the better reader? (List responses in top left box labelled "Bill.")
4. Why did Sam's supporters think he was the better reader? (Record in top right box for Sam.)
5. Compliment the pairs on their reasoning. Sam, in fact, is the better reader. Reinforce the group's correct responses. Cite any other reasons noted on the sample answer sheet page 26. Also note the problems that Bill has (also found on page 26).
6. Point out that a thorough discussion of Bill's and Sam's reading miscues will be provided as handout H-24 during Session Two of the workshop.

H-24-a,b,c,d

Note: Leaders may want to review handout H-24 before Session One.

T-F

- **Teaching Prescriptions:** Ask participants to return to pairs and to record quickly one or two teaching prescriptions to improve Bill's and Sam's reading skills. After 5-6 minutes, get the attention of the group and request responses as follows: 10 min.

  1. What recommendations did you make for Bill to improve his reading skills?
  2. What recommendations did you make for Sam to improve his reading skills?

  Record key words in boxes on the bottom half of T-F.

- **Summary:** Using the answer sheet for H-9 found on page 26, reinforce appropriate recommendations and sum up this activity.

MATERIALS	ACTIVITIES	TIMES
	VI. Video (Whole Group)	
	Note: Have the video set up and ready to start either before the workshop or during the break.	
	• **View video:** Ask participants to watch the video with Whole Language and Psycholinguistic principles in mind. **Show *Whole Language/ Language Experience* video.**	10 min.
T-G	• **Brainstorm:** After the video, ask the whole group to brainstorm additional follow-up activities the teacher might use to extend whole language experiences. Use T-G ("Additional Whole Language Activities"). ESL participants may want to suggest activities that are particularly appropriate to ESL. (For a sample list of activities, see page 27.)	10 min.
	VII. Home Task Lesson Planning	
	Note: If there is a sufficient number of each, divide the group into two sections: one for ABE teachers and one for ESL teachers. Volunteer instructors should choose whichever group best meets their assignments or interests. Within each group, give participants the option of working individually, in pairs, or in small groups to design a lesson to be taught during the interim between Session I and Session II (approximately one month).	
H-10	• **Lesson Planning:** Instruct participants to design a lesson that incorporates whole language activities. It may be similar to the video demonstration or different, depending on the experience of participants. Ask participants to complete the Lesson Planning Worksheet (H-10).	20 min.
	• **Feedback:** While monitoring the lesson planning, look for participants who are planning lessons that are different from the approach taken in the	10 min.

MATERIALS	ACTIVITIES	TIMES
	video. Ask a few of those participants to report their plans to the whole group. Encourage all participants to be creative when teaching their whole language lessons. Countless activities can be "Whole Language," as long as they follow the tenets described in H-6.	

VIII. Evaluation and Wrap-Up

- **Evaluation:** Ask participants to complete the evaluation form (H-11).
- **Wrap-Up:** Thank participants for coming and praise their participation. Indicate the date, time, and place of Session II if possible. Remind participants to hand in their evaluation forms. — 10 min.

Total: 3 ½ hrs.

BETWEEN SESSIONS

The following tasks should be completed *before* Session Two of the workshop:

- ☐ **Send Notice of Session Two** (H-12) to Session One participants only. This notice should include a reminder that participants should bring their entire handout packets from Session One with them to Session Two, especially their Lesson Planning Worksheet (H-10). Remind them to complete the home task.

- ☐ **Review sign-in sheet** from session one to verify attendance.

- ☐ **Duplicate all handouts for Session Two** (H-13 through H-26) and arrange them into packets. Also duplicate a few extra sets of handouts for Session One (H-3 through H-10), for those participants who forget to bring theirs with them to Session Two.

- ☐ **Make transparencies** from all of the Transparency Masters provided for Session Two (T-H through T-M).

- ☐ **Check equipment** (VHS player and monitor, and overhead projector) to make sure it is working properly.

- ☐ **Arrange for a place** to hold Session Two and make sure it has sufficient space and movable chairs for break-out activities.

- ☐ **Obtain name tags** or stickers for participants.

- ☐ **Arrange for any refreshments** that will be available.

- ☐ **Read Trainer Notes: Session Two**, pages 18 - 21 and related trainers' supplements. **Review** handouts H-13 through H-26 and transparencies T-H through T-M.

TRAINER NOTES: SESSION TWO

MATERIALS	ACTIVITIES	TIMES
	I. Welcome, Summary of Session One, Agenda Review (Whole Group)	
	A. **Welcome/Review:** Welcome participants. (They should be the same as those who attended Session One.) Briefly review activities that took place in Session One and during the interim between Session One and Session Two.	10 min.
H-13, T-H	B. **Agenda:** Present the agenda for Session Two (H-13 and T-H). **Note:** The transparency has only the main topics of the agenda.	
H-23, H-24, H-25	C. Call participants' attention to the inclusion in their packet of: 1. Taba Questions (H-23); 2. the analysis of Bill's and Sam's miscues (H-24); and 3. the list of references (H-25).	5 min.
	II. Psycholinguistic Review Exercise (Individual and Whole Group)	
H-14	A. **Decoding:** Ask participants to read the passage, "Ahwr Gnu Llernirz," at the bottom of H-14. Ask them to reflect upon the processes they use to decode the passage while they are reading it. Have individuals read silently for 5 minutes. Then, suggest that they may work together in pairs if they wish to do so. (See page 28 for a translation of "Ahr Gnu Llernirz.")	15 min.
	B. **Analysis.** Ask participants to recall the processes they used to decode the passage and then to analyze those processes according to the four language cuing systems at the top of H-14. Ask participants to write answers to the four questions on H-14. They may work independently or in pairs.	10 min.

> **Note:** This is a challenging exercise. You may want to divide the whole group into four "quadrants" and assign only one question to individuals/pairs in each quadrant.

MATERIALS	ACTIVITIES	TIMES
T-I	C. **Feedback:** Ask participants to relate some specific examples of each system. Record key words in the boxes on T-I. (For sample answers, see page 29.)	5 min.
	D. **Summary:** Ask participants for a summary of the article's meaning. Summarize the variety of approaches that participants used to read the passage.	5 min.

III. Home Task Analysis (Groups of Six)

> **Note:** If there are sufficient numbers of ABE and ESL participants, groups should be formed in each category with volunteers participating in groups most appropriate to their work. It may not be possible to have exactly six in each group – adjust as needed.

	A. **Form Groups:** Form groups as suggested above.	5 min.
H-15	B. **Sharing:** Ask participants to turn to H-15 which describes the group's tasks: 1. To share home lesson successes and problems (four minutes each), and 2. To select two activities that reflect successful whole language approaches.	30 min.
T-J	C. **Feedback:** Get feedback from the groups on their special successes. Record on T-J "Activities Representing Whole Language Approaches."	15 min.

> **Note:** At this point, you will be approximately 1 1/2 hours into the workshop.

Break **15 min.**

IV. Converting Commercial Materials to Whole Language: Introduction (Whole Group)

H-16	A. **Review:** Refer participants to H-16. Review the five principles of Whole Language. H-16 also notes a variety of activities that facilitate whole language. (Note: Trainers may want to add others from the Home Task Feedback.)	5 min.

MATERIALS	ACTIVITIES	TIMES
H-17	B. **Activity:** Have participants turn to H-17 ("Commercial Worksheet" on want-ads). Review the contents of that handout.	5 min.
T-K	C. **Brainstorm:** Given the previous list on H-16, ask participants to suggest specific activities that would use the want-ad content in ways that would achieve various whole language goals. Record three sample activities on T-K. Ask participants to determine which Whole Language principles are met by each activity. Indicate these by checking the appropriate boxes to the right of the transparency. Mention that this transparency is a copy of H-18, which participants will use in their next activity. (For sample answers, see page 30.)	10 min.

V. Converting Commercial Materials to Whole Language: Practice (Groups of Four)

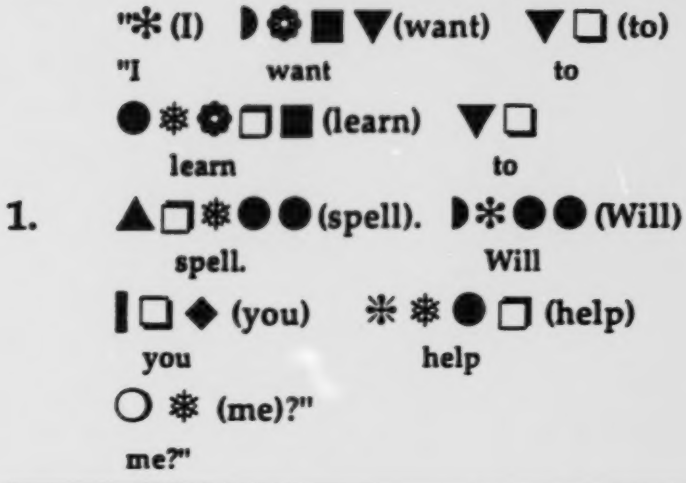
> **Note:** As in the Home Task Activity, separate the whole group into ABE/ESL if there are sufficient numbers of each.

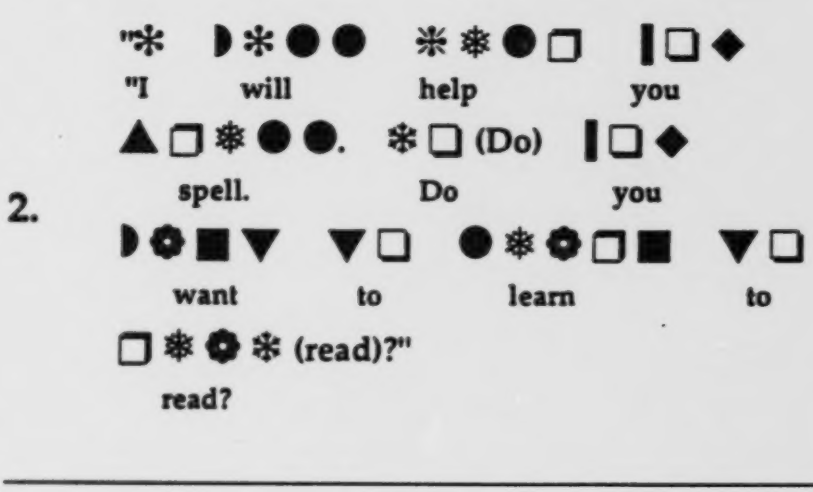
H-18, H-19, H-20, H-21, H-22	A. **Form Groups:** Further divide the ABE and ESL groups into groups of four. There are two ABE materials handouts (H-19 and H-20) and two ESL materials handouts (H-21 and H-22). Assign the handouts to the groups of four. (If there are 32 participants there will be two groups doing each handout.) Each group's task is to design whole language-appropriate activities for each handout using the H-18 grid as demonstrated in the previous activity.	10 min.
	B. **Small Group Activity:** Groups of four brainstorm Whole Language activities for their "commercial" materials. Each group then selects three sample activities and writes them in the left column of H-18. Next, groups determine which Whole Language principles are met by the activities and indicate these by checking the appropriate boxes to the right of the handout. (For sample answers, see pages 31-34.)	25 min.

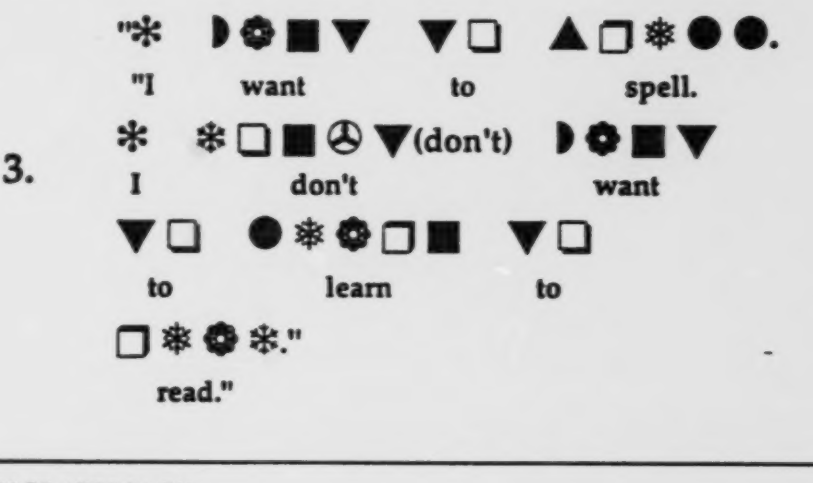
MATERIALS	ACTIVITIES	TIMES
T-L	C. **Feedback:** Get two activities (one at a time) from each group. List key words on transparency (T-L) with two columns (ABE & ESL). If there are duplicate activities, note with tallies (𝍸). There should be a maximum of 12 activities.	15 min.
	D. **If time permits and trainers feel confident** to respond, 1. elicit sample problems from home task, 2. ask if groups had solutions to problems, and 3. add trainer suggestions, if any.	(10 min., optional)
	VI. Reflections on Training (Whole Group).	
T-M	A. **Reflection:** Using transparency T-M, ask participants to recall workshop activities and to determine which whole language principles were met by each activity. (If time is limited, present a list of workshop activities for participants to consider. See page 35.)	15 min.
	B. Respond or add suggestions within time limits. (**Note:** It is not necessary to record these responses.)	
	VII. Evaluation and Wrap-Up (Whole Group).	
	A. Thank participants for their excellent participation and creativity.	
	B. **Summary:** As time permits, recall workshop objectives and determine how workshop activities have met those objectives.	
H-26	C. Hand out workshop session evaluation forms (H-26) and remind participants to turn them in before leaving.	15 min.
		Total: 3 ½ hrs.

TRAINERS' SUPPLEMENTS

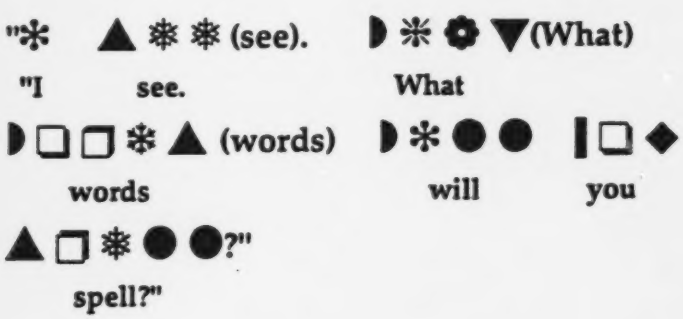
Trainers' Supplement, Translation:
A STORY FOR TEACHERS



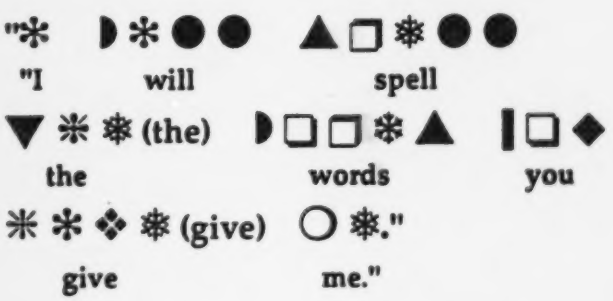




4.


"I see. (see). What
words will you
spell?"
(words)
(What)

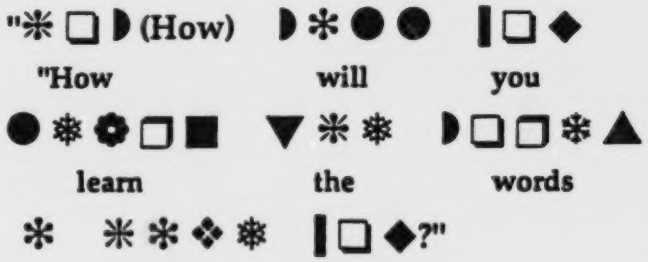
5.


"I will spell
the words you
give me."
(the)
(give)

6.

"What will you
do with the
words?"
"I will learn the
words."
(with)

7.


"How will you
learn the words
I give you?"

8.

"I will read the
words. I see. I
will learn to
read to learn to
spell!"

Trainers' Supplement, Sample Answers: HOW PSYCHOLINGUISTIC THEORY RELATES TO THE WHOLE LANGUAGE APPROACH

As a team, you were assigned one of the five main principles of the Whole Language Approach (below). After half of your team members read "Psycholinguistic Theory" and half read "Whole Language" (H-5 and H-6), decide as a team how psycholinguistic theory supports the principle of whole language that your team was assigned. Write your observations in the appropriate box below.

1. **Language isn't language unless it's kept whole.**

   The reader uses all four language cuing systems **simultaneously**, not separately or in sequence.

2. **Readers' backgrounds strongly affect the meaning constructed from the printed page**

   Reading is a process in which the reader **actively constructs meaning** from a text using his/her own prior knowledge.

3. **The major purposes of language are the creation and communication of meaning.**

   The semantic system, **meaning, lies at the heart** of the reading process.

4. **Language is both individual and social.**

   Because each person **constructs meaning** from language, it is individual. In order to communicate meaning between individuals, language must rely upon **social conventions**.

5. **The language arts: listening, speaking, reading and writing are mutually supported and shouldn't be artificially separated.**

   Integration of language arts is consistent with psycholinguistic theory's emphasis of **holistic integration** of language systems.

Trainers' Supplement, Sample Answers:
READING MISCUE WORKSHEET

Who is the better reader? ___ **Bill?** **or** _X_ **Sam?**

Reasons why or why not . . .

Bill	Sam
• Depended on initial consonant sounds and graphic similarity. • Paid little attention to context clues or meaning in many instances. • Did not integrate skills, made use of only one skill at a time. • Handled grammatical structures and sound-symbol relationships well in most instances.	• Integrated meaning, context and sound-symbol relationships. • Handled grammatical structures well. • Made miscues that made sense within the context of the reading. • Self-corrected appropriately.

As a teacher, what would you prescribe for . . .

Bill?	Sam?
• Needs to integrate grammar and sound-symbol information to produce meaning. • Use Language Experience activities, in which the reading materials already have meaning to the student; this will help him see how grammar and sound-symbol relationships are integrated. • Coach him in developing self correcting and self-evaluation strategies.	• Point out to him his well-rounded and fully integrated reading skills, including self-correction. • Encourage him to read more widely using increasingly complex materials that are of interest to him. • Encourage him to learn different uses of oral and silent reading; encourage him to read orally to prove a point or to share something.

Trainer's Supplement, Sample Answers:
ADDITIONAL WHOLE LANGUAGE ACTIVITIES

List some other activities that the teacher might have used to extend the Whole Language learning in the video-taped lesson.

- students copy stories
- produce illustrated book of stories
- facilitate a discussion about the story using questions that stimulate higher order thinking (e.g., Taba Questioning Strategy)
- have individuals read story into tape recorder and conduct miscue analysis of their reading
- students write similar stories
- find a "published" story to read with the class about someone being "taken"
- show parts of the movie, The Sting (Robert Redford/Paul Newman), students write what happened, read it, etc.

Our New Learners

It's time to throw out old images of the typical American college student. The most recent statistics show that a startling 17 million Americans are taking college courses. But only 6 million of them fall within the 18- to 24-year-old age range, and 75 percent of all students are enrolled part time.

Another major shift in what is variously called "continuing education," "extended education" and "non-traditional education" is that taking classes is often no longer a luxury but a chance to upgrade skills to advance careers.

Ironically, the dramatic growth of older students is coming at a time when many are less able to afford classes and low-cost courses are being cut in community colleges and state universities across the state.

Ahwr Gnu Llernirz

It's teymn tue thro owt old immedgez uv thuh tippikle Umairikuhn kalij pstewdunt. Thuh moaxt rheasint pstatistix shough that uh steartuhleeng XVII milyuhn Umairikuhnz ahr taykeeng kalij koarxuz. But ownlee VI milyuhn uv thum phal whitheen thuh XVIII- tue XXIV-yeir-old aidge raenj, and LXXV prizent uv awl pstewduntz ahr ehnrhowlde peart teymn.

Anutheir maigyr schypht een wutt iz vairyusclee kawld "kauntynooing eadyukashun," "ekstendead eadyukashun" and "naun-tradeeshunle eadyukashun" iz that taykeeng klascez iz awfun gnoe longre uh luhcksyuree but uh chanz tue uhpgrayd schilz tue ehdvanz kuhreirse.

Ighrahnikalee, thuh druhmnatik grothe uv oldre pstewduntz iz kumeeng att uh teymn wenn menee ahr les aybell tue uhphoard klascez and lough-kossed koarxuz ahr beaeeng kut inn kumyunuhtee kalijesse and pstait yuneevirsitease uhkros thuh pstait.

Trainers' Supplement, Sample Answers: PSYCHOLINGUISTICS REVIEW EXERCISE

How did your knowledge of **word meanings (semantics)** help you decode the text?

- Many words were relatively easy to decode because they followed words with related meanings, like "koarxus" after "kalij," or like "pstait yuneevirsitease" after "kumyunuhtee kalijesse."
- The meaning of surrounding words (context) was essential in decoding words that contained few phonetically "regular" letters, like "ehnrhowlde" and "ighrahnikclee."

How did your knowledge of **grammar (syntax)** help you decode the text?

- After a noun phrase was decoded at the start of a sentence, one could expect to encounter a verb. For example, after the phrase, "Vl milyuhn uv thum" came the verb, "phal."
- Similarly, an adjective would be expected before a noun, which helped in decoding the word "druhmnatic," which came before "grothe."

How did your knowledge of **phonics** help you decode the text?

- "Rules" for "regular" consonants helped decode most words.
- "Rules" for "irregular" consonants helped decode words like "pstatistix" and "schypht."
- "Rules" for vowels only helped slightly, since the vowels in the passage followed few rules.

How did your knowledge of the **context and purpose** of this workshop **(pragmatics)** help you decode the text?

- It was reasonable to guess that the content of the passage would be about adult education.
- One could assume that the text was indeed "decodable" and had meaning, that it was not just gibberish.

Trainers' Supplement, Sample Answers: ACTIVITIES FOR "COMMERCIAL MATERIAL," H-17

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

	Principles				
	1	2	3	4	5
Activity Role play a job interview	√	√	√	√	
Activity Write resumes.	√	√	√	√	
Activity Tell personal job interview stories and write as a Language Experience exercise.	√	√	√	√	√
Activity Decode abbreviations using the context of ads.	√	√	√	√	√
Activity Develop a cloze exercise regarding job qualifications.	√	√	√	√	√
Activity Conduct a critical thinking activity in which students determine criteria for a good job.	√	√	√	√	√

Trainers' Supplement, Sample Answers:
ACTIVITIES FOR "COMMERCIAL MATERIAL," H-19

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

	Principles				
	1	2	3	4	5
Activity Read poetry aloud to students and discuss.	√	√	√	√	√
Activity Write rhyming verses like "rap" songs or limericks.	√	√	√	√	√
Activity Practice reading or reciting nursery rhymes if students are parents.	√	√	√	√	√
Activity Think of T.V. or radio ads that use rhymes.	√	√	√	√	√
Activity Develop a cloze exercise that requires students to supply rhyming words.	√	√	√	√	√

Trainers' Supplement, Sample Answers:
ACTIVITIES FOR "COMMERCIAL MATERIAL," H-20

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

	Principles				
	1	2	3	4	5
Activity Develop a Taba questioning sequence about the article on infant nutrition and conduct a discussion of the article.	√	√	√	√	√
Activity Conduct a Language Experience exercise on the topic of "Feeding your Baby" or "An Embarrassing Memory Lapse."	√	√	√	√	√
Activity Write a case study about a family with particular nutritional needs. Bring food packages to class and have students decide which foods the family should buy.	√	√	√	√	√
Activity Perform in-class experiments to see if memory techniques help students remember lists of information (like facts about various countries or facts about other students).	√	√	√	√	√

Trainers' Supplement, Sample Answers:
ACTIVITIES FOR "COMMERCIAL MATERIAL," H-21

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

	Principles				
	1	2	3	4	5
Activity Find words that start with given letters in the newspaper, read and spell the words aloud.	√		√		√
Activity Find names that start with given letters in the phone book, read and spell the names aloud.	√		√		√
Activity Ask students to line themselves up alphabeticaly by first name, last name, name of their home towns, name of their favorite foods, etc.	√	√	√	√	
Activity Find dates and holidays on a calendar. Describe them out loud.	√	√	√	√	√
Activity Role play setting appointments on certain times and dates.	√	√	√	√	√

Trainers' Supplement, Sample Answers:
ACTIVITIES FOR "COMMERCIAL MATERIAL," H-22

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

	Principles				
	1	2	3	4	5
Activity Watch part of a videotape of a presidential debate; read a transcript; discuss where the candidates agree and disagree.	√	√	√	√	√
Activity Conduct a classroom debate on a topic of interest to students.	√	√	√	√	
Activity Role play the first day at work.	√	√	√	√	
Activity Write a letter of complaint as a whole-class Language Experience exercise.	√	√	√	√	√
Activity Write a letter to the editor as a whole-class Language Experience exercise.	√	√	√	√	√

Trainers' Supplement, Sample Answers:
REFLECTION ON THE WORKSHOP

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

		Principles				
		1	2	3	4	5
Activity	Decoding "Story for Teachers" and discussing decoding strategies.	√	√	√	√	√
Activity	Determining relationships between Psycholinguistic Theory and Whole Language Approach.	√	√	√	√	√
Activity	Analyzing "Bill's and Sam's" miscue patterns.	√	√	√	√	√
Activity	Brainstorming whole language activities to follow videotaped lesson.	√	√	√	√	√
Activity	Peer feedback on home tasks.	√	√	√	√	√
Activity	Developing whole language activities to use with commercial materials.	√	√	√	√	√

Handouts for

WHOLE LANGUAGE APPROACH

SESSION ONE

• Whole Language • Psycholinguistics • Whole Language • Psycholinguistics • Whole Language •

You Are Invited to Attend
a Free, Two-Session Workshop on the

WHOLE LANGUAGE APPROACH

By the end of this workshop, participants will be able to:

1) identify components of the whole language philosophy and the psycholinguistic theory upon which it is based;
2) apply whole language approaches to literacy acquisition practices in ABE and ESL;
3) construct lessons that embody whole language activities;
4) teach whole-language-based lessons to their students; and
5) adapt their use of conventional adult literacy materials to reflect whole language approaches.

• Whole Language • Psycholinguistics • Whole Language • Psycholinguistics • Whole Language •

Date: _____ **Time:** _____

Location: _____

Trainers: _____

Sponsors: _____

Please complete and return this portion to: _____

_____

_____

☐ Yes, I would like to attend a two-session workshop on the Whole Language Approach. I agree to attend both sessions. If I am accepted, please send me a questionnaire. Send to:

Name: _____

Address: _____

_____

(City) (State) (Zip)

Telephone: _____

"Whole Language Approach" Workshop:
PARTICIPANT QUESTIONNAIRE

If you plan to attend the workshop on "Whole Language Approach." please complete this form and send it to:

Please return by the date of _____.

Thank you. We look forward to seeing you at the workshop.

Name: _____ Phone: _____

Address: _____

Please check the appropriate boxes below.

1. Are you teaching now? ☐ Yes ☐ No
2. Are you a volunteer? ☐ Yes ☐ No
3. If "yes" above, what subject(s) do you currently teach?
   - ☐ Adult Basic Education
   - ☐ English as a Second Language
   - ☐ Other, please specify: _____
4. In which of the following settings do you currently teach? Check all that apply.
   - ☐ Classroom
   - ☐ Learning Laboratory
   - ☐ One-on-One Tutoring
   - ☐ Computerized Instruction
   - ☐ Distance Learning
   - ☐ Other, please specify: _____

PARTICIPANT QUESTIONNAIRE (continued)

5. Please indicate the number of years you have taught each of the groups listed below. (If you have taught for less than one year, write "1".)

   ☐ Adults
   ☐ High School/Junior High Students
   ☐ Elementary/Preschool Students

6. What kind of instructor training have you received? Check all that apply.

   ☐ Credential program in adult education
   ☐ College courses on adult education
   ☐ Workshops/conferences on adult education
   ☐ Credential program in elementary/secondary education
   ☐ College courses on elementary/secondary education
   ☐ Workshops/conferences on elementary/secondary education

7. How informed are you about the following topics? Circle the number that best rates your knowledge of each topic.

	Completely un-informed			Extremely well-informed
Whole Language Philosophy	1	2	3	4
Whole Language teaching approaches	1	2	3	4
Psycholinguistic Theory	1	2	3	4
Language Experience Approach	1	2	3	4
Miscue Analysis	1	2	3	4
Questioning Strategies for Higher Order Thinking Skills	1	2	3	4

WORKSHOP OBJECTIVES, SESSION ONE AGENDA

WORKSHOP OBJECTIVES

By the end of this workshop, participants will be able to:

1) identify components of the whole language philosophy and the psycholinguistic theory upon which it is based;
2) apply whole language approaches to literacy acquisition practices in ABE and ESL;
3) construct lessons that embody whole language activities;
4) teach whole-language-based lessons to their students; and
5) adapt their use of conventional adult literacy materials to reflect whole language approaches.

SESSION ONE (3½-4 hrs.)

I. Introduction, Agenda Review, Objectives, Results of Questionnaire (Whole Group)

- Introduction
- Agenda/Objectives
- Questionnaire

II. Reading Lesson: "A Story for Teachers" (Whole Group)

- Reading Activity
- Questioning Strategy
- Summary

III. Reflection on Session One (Whole Group)

IV. Readings: Psycholinguistic Theory and Whole Language Philosophy (Pairs, Teams of Four, Whole Group)

- Readings Theory
- Theory Analysis
- Whole Group Feedback

Break

V. Evaluation of Reading Miscues: Bill and Sam (Individuals, Pairs and Whole Group)

- Reading Miscue Exercise
- Feedback
- Teaching Prescriptions
- Summary

VI. Video

- View video
- Brainstorm

VII. Home Task Lesson Planning

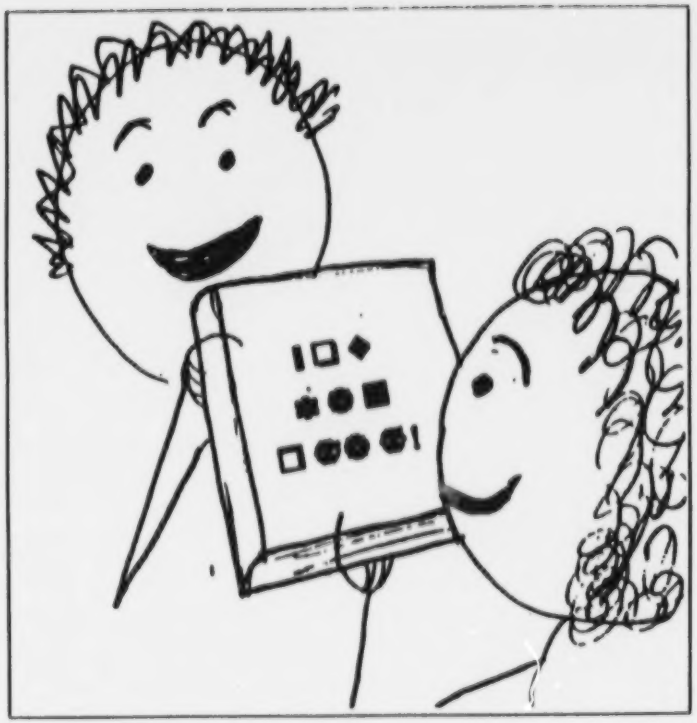
- Lesson Planning
- Feedback

VIII. Evaluation and Wrap-Up

- Evaluation
- Wrap-Up

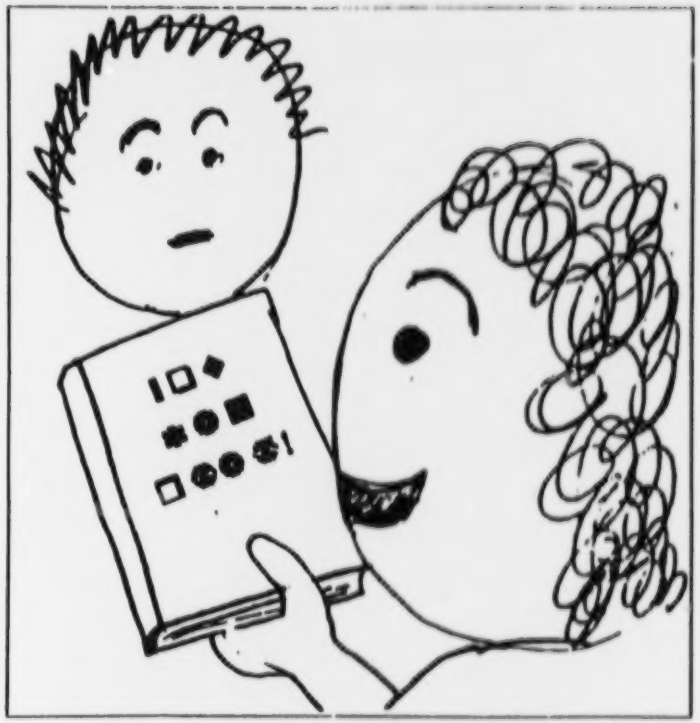
A Story for Teachers

The following story was written to help ABE and ESL instructors analyze how their students learn to read.



"✻ ◗✻●● ❒❋✿❋ ▼✻❋
◗❑❒❋▲. ✻ ▲❋❋. ✻
◗✻●● ●❋✿❒■ ▼❑
❒❋✿❋ ▼❑ ●❋✿❒■ ▼❑
▲❒❋●●!"

"✻ (I) ◗✿■▼(want) ▼❑ (to)
●❋✿❒■ (learn) ▼❑
▲❒❋●● (spell). ◗✻●● (Will)
❙❑◆ (you) ✻❋●❒ (help)
○❋ (me)?"



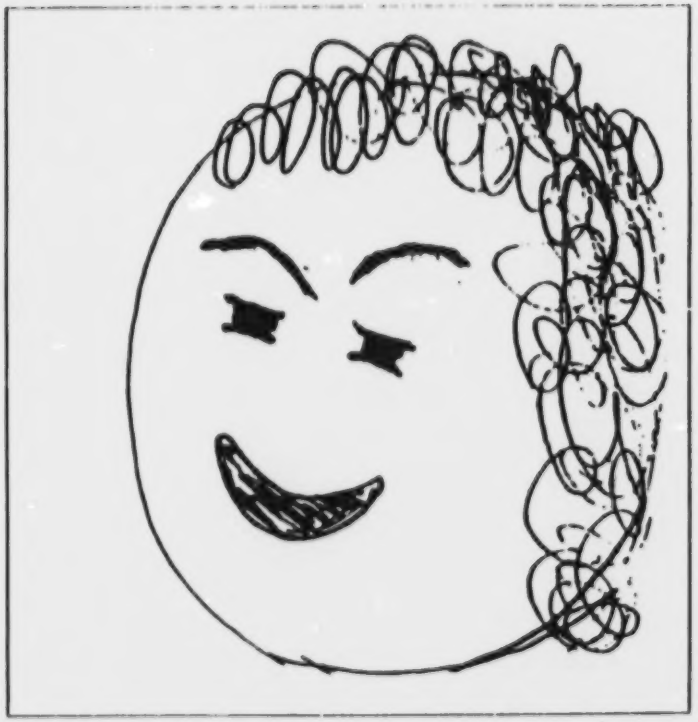
"✻ ◗ ✻ ● ● ✻ ✵ ● ❒ ❙ ❑ ◆
▲ ❒ ✵ ● ●. ✵ ❑ (Do) ❙ ❑ ◆
◗ ✿ ■ ▼ ▼ ❑ ● ✵ ✿ ❒ ■ ▼ ❑
❒ ✵ ✿ ❄ (read)?"

"✻ ❑ ◗ (How) ◗ ✻ ● ● ❙ ❑ ◆
● ✵ ✿ ❒ ■ ▼ ✻ ✵ ◗ ❑ ❒ ✵ ▲
✻ ✻ ✻ ❖ ✵ ❙ ❑ ◆?"

"◗ ✻ ✿ ▼ ◗ ✻ ● ● ▌❑ ◆
❄ ❑ ◗ ✻ ▼ ✻ (with) ▼ ✻ ❄
◗ ❑ ❑ ❄ ▲?"

"✻ ◗ ✻ ● ● ● ❄ ✿ ❑ ■ ▼ ✻ ❄
◗ ❑ ❑ ❄ ▲."

"✻ ◗ ✿ ■ ▼ ▼ ❑ ▲ ❑ ❄ ● ●.
✻ ❄ ❑ ■ ☮ ▼(don't) ◗ ✿ ■ ▼
▼ ❑ ● ❄ ✿ ❑ ■ ▼ ❑
❑ ❄ ✿ ❄."



"❊ ▲ ❁ ❁ (see). ◗ ✳ ✿ ▼(What)
◗ ❑ ❑ ❁ ▲ (words) ◗ ✳ ● ● ❙ ❑ ◆
▲ ❒ ❁ ● ●?"

"❊ ◗ ✳ ● ● ▲ ❒ ❁ ● ●
▼ ✳ ❁ (the) ◗ ❑ ❑ ❁ ▲ ❙ ❑ ◆
✳ ❊ ❖ ❁ (give) ○ ❁."

PSYCHOLINGUISTIC THEORY

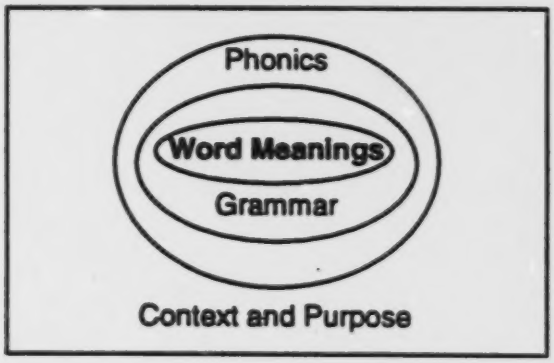
The "psycholinguistic" theory of reading describes how the psychology of a reader ("psycho-") interacts with the language of a text ("-linguistic") during reading. According to this theory, reading is a process in which the reader actively constructs meaning from the "cues" provided by a text. These "cues" are like clues, and the reader is like a detective who must use educated guesses to reconstruct an author's meaning.

When writing, an author's choice of words is simultaneously guided by four language "cuing systems." In turn, the reader simultaneously uses the same four systems to reconstruct the author's meaning. These four systems of language "cues" describe the *conventional* ways that written English is used for communication (Goodman, 1987).

- **The Semantic System (Word Meanings)** guides the conventional *relationships between words and their meanings* in the world.
- **The Syntactic System (Grammar)** guides the conventional *interrelationships between words in sentences* (for example, the effects of word order, tense, number, gender, etc.).
- **The Phonetic System (Phonics)** guides the conventional *relationships between written and spoken forms of words.*
- **The Pragmatic System (Context and Purpose)** guides the use of language in different social contexts and the *relationships between words and their intended effects.* (For example, pragmatic information would determine whether a certain statement was or was not intended as sarcasm.)

According to psycholinguistic theory, none of these four systems can be used individually. All four must be used simultaneously. Furthermore, these four systems cannot be represented by any sequence or hierarchy of specific skills. Rather, all four systems must be represented by natural reading and writing activities, which integrate all four systems.

When integrated, these four systems join to form the whole, multi-layered process that is reading. The semantic system lies at the heart of the reading process. That is, skillful readers rely most heavily upon their knowledge of word meanings when they try to make sense of a text. The semantic system is surrounded and supported by the syntactic and phonetic systems. That is, skillful readers use their knowledge of grammar and phonics to guide them through the words of a text, while they concentrate upon their primary goal of making sense of those words. Finally, the pragmatic system provides a setting for all reading. That is, skillful readers approach each text with some idea of why that text was written and why they intend to read it.



WHOLE LANGUAGE

What is "Whole Language " ?

Whole Language is a philosophy of literacy acquisition. That philosophy, when applied in the classroom, results in teaching and learning quite different from traditional approaches.

Some of the major tenets of whole language and contrasting traditional approaches follow:

Whole Language Approaches	Traditional" Approaches
1. Language isn't language unless it's kept whole. That is, readers predict; sample clues from semantic, syntactic, and graphophonic systems; and use their knowledge of the world, the language and their own purposes to interact with text and to derive meaning and value from it (Harste and Burke, 1977).	Traditional language acquisition approaches, on the other hand, isolate **language functions** such as letters, sounds, words, sentences and paragraphs. Two traditional approaches to the teaching of reading are **phonics** (turning letters into sounds); and **skills** (phonics, word recognition, and comprehension).
2. Readers' backgrounds strongly affect the meaning constructed from the printed page (Goodman and Goodman, 1978). Multiple interpretations are possible and encouraged.	In traditional approaches, **meaning is static** and the final interpretation usually resides with the teacher or some literary authority.
3. The major purposes of language are the creation and communication of meaning. Language is always used purposefully and authentically. Syntax and grammar serve only to clarify meaning.	In traditional approaches, the **correctness of syntax and form** are often the major considerations of writing. Written papers may be "corrected" and returned without addressing meaning.
4. Language is both individual and social. Because language is individual, each person derives a unique meaning from any text. Because it is social, both audience and context are important. Code switching (using language appropriate for the audience such as "standard English" at work; non-standard English at home) is encouraged.	Traditionally, the **context of language has been of little consequence.** Code switching, for example, is rarely encouraged. Standard English is emphasized.
5. The language arts: listening, speaking, reading, and writing are mutually supportive and shouldn't be artificially separated. There is no special sequence for these activities.	Traditional approaches suggest that listening, speaking, reading, and writing are **best learned sequentially** in that order.

Why is Whole Language appropriate for adult learners?

Adult students bring a wide background of experiences to any learning situation. Some are positive, some not. Those entering basic skills programs have often experienced frustration and failure in learning to read and write. Most were taught unsuccessfully by traditional approaches. Returning to face those same approaches presents nearly insurmountable obstacles to motivation and self-esteem: high drop-out rates in ABE programs eloquently attest to that fact.

Whereas the isolation of language components and sequential learning may appear logical at face value, adults are impatient to use their language skills in real-life contexts. Recent cognitive research suggests that non-linear processes drive both creative and problem-solving behaviors. Literacy is a social phenomenon often requiring non-linear usage appropriate to a given context. It is a way of seeing, understanding, ordering, and relating to the world.

Finally, because whole language focuses on creating meaning from language and print, adults are able to recognize themselves as readers and writers from the beginning of the literacy process. Such whole language approaches as Language Experience (in which the learner dictates a text and reads it later) confirms for adults that they can read and write meaningful prose and at the same time the literacy process is demystified. Specific strategies used, however, depend in large measure on the experience and social context of the learners.

HOW PSYCHOLINGUISTIC THEORY RELATES TO THE WHOLE LANGUAGE APPROACH

As a team, you were assigned one of the five main principles of the Whole Language approach (below). After half of your team members read "Psycholinguistic Theory" and half read "Whole Language" (H-5 and H-6), decide as a team how psycholinguistic theory supports the principle of Whole Language that your team was assigned. Write your observations in the appropriate box below.

1. **Language isn't language unless it's kept whole.**

2. **Readers' backgrounds strongly affect the meaning constructed from the printed page.**

3. **The major purposes of language are the creation and communication of meaning.**

4. **Language is both individual and social.**

5. **The language arts: listening, speaking, reading and writing are mutually supported and shouldn't be artificially separated.**

READING MISCUE EXERCISE

Bill

Sarah moved under the big tree to get
out of the sun. She was waiting for her bus.
She was tired and leaned against the tree.
Without warning, a dark cloud came
between her and the sun. There was a loud
clap of thunder and flash of lightning.
Sarah felt a sharp jolt shoot through her
body like holding an electric wire. She
slumped to the ground with a small cry.
The cloud opened. Inside was a saucer-
shaped object. Two small figures slid down
a band of light and came towards her.
Another ray of light seemed to pierce her
body and she cried out, startled but not in
pain. The two creatures smiled at each
other. Then they were swallowed again by
the beam of light from the saucer.
There was another clap of thunder and
flash of lightning. The cloud closed
around the saucer and was gone.
Sarah opened her eyes to find a young
woman standing over her.
"Are you all right?" the woman asked.
"I think so," Sarah answered. "I guess
the thunder-storm knocked me out for a
moment."
The young woman looked at Sarah
nervously.
"Thunderstorm?" she asked.

Sam

Sarah moved under the big tree to get
out of the sun. She was waiting for her bus.
She was tired and leaned against the tree.
Without warning, a dark cloud came
between her and the sun. There was a loud
clap of thunder and flash of lightning.
Sarah felt a sharp jolt shoot through her
body like holding an electric wire. She
slumped to the ground with a small cry.
The cloud opened. Inside was a saucer-
shaped object. Two small figures slid down
a band of light and came towards her.
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the beam of light from the saucer.
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around the saucer and was gone.
Sarah opened her eyes to find a young
woman standing over her.
"Are you all right?" the woman asked.
"I think so," Sarah answered. "I guess
the thunder-storm knocked me out for a
moment."
The young woman looked at Sarah
nervously.
"Thunderstorm?" she asked.

Key to Miscue Markings

- (I) Regression or rereading for change in intonation
- (C) Regression or rereading for correction.
- (body) Part of word, word, or phrase circled was omitted.
- minute / moment — Word over printed text indicates substitution.

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READING MISCUE WORKSHEET

Who is the better reader? ___ **Bill?** **or** ___ **Sam?**

Reasons why or why not . . .	
Bill	**Sam**
As a teacher, what would you prescribe for . . .	
Bill?	**Sam?**

LESSON PLANNING WORKSHEET

Briefly identify the language problems and level (beginning, intermediate, advanced) this lesson addresses: _____

_____

_____

Objectives: What specific skills will the students be able to perform by the end of this lesson? _____

_____

_____

LESSON PLAN:

1. Warm-up/Review: _____

_____

_____

2. Presentation/Activity: _____

_____

_____

_____

3. Guided Practice: _____

_____

_____

_____

4. Application to Students' Lives: _____

_____

_____

WHOLE LANGUAGE APPROACH – SESSION ONE EVALUATION FORM

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify)

☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ yes ☐ no

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments about Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

   c. video

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The video added to the overall value of the workshop

   (not at all) 1 2 3 4 5 (a great deal)

5. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments about Materials:

Overall Comments:

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which ideas, techniques, or activities do you think you will apply in your own classrooms?

Handouts for

WHOLE LANGUAGE APPROACH

SESSION TWO

• Whole Language • Psycholinguistics • Whole Language • Psycholinguistics • Whole Language •

Psycholinguistics • Whole Language

Psycholinguistics • Whole Language

REMINDER!

Session Two of the Workshop on the

WHOLE LANGUAGE APPROACH

• Whole Language • Psycholinguistics • Whole Language • Psycholinguistics • Whole Language •

Date: _____ **Time:** _____

Location: _____

Please remember to bring the following:

1. **Completed Home-Task Lesson-Planning Worksheet**
2. **Materials from Session One**

Please complete and return this portion to: _____

_____

_____

☐ Yes, I will attend Session Two of the workshop on the Whole Language Approach.

Name: _____

Address: _____

_____

(City) (State) (Zip)

Telephone: _____

_____

SESSION TWO AGENDA

SESSION TWO (3½-4 hrs.)

I. Welcome, Summary of Session One, Agenda Review (Whole Group)
- Welcome/Review
- Agenda

II. Psycholinguistic Review Exercise (Individual and Whole Group)
- Decoding
- Analysis
- Feedback
- Summary

III. Home Task Analysis (Groups of Six)
- Form Groups
- Sharing
- Feedback

Break

IV. Converting Commercial Materials to Whole Language: Introduction (Whole Group)
- Review
- Activity
- Brainstorm

V. Converting Commercial Materials to Whole Language: Practice (Groups of Four)
- Form Groups
- Small Group Activity
- Feedback
- Optional Activity

VI. Reflection on the Workshop (Whole Group)
- Recall Activities and Reflect

VII. Evaluation, Wrap-Up
- Wrap-Up
- Evaluation of Workshop

PSYCHOLINGUISTICS: REVIEW EXERCISE

While you read the article at the bottom of this page, consider how you use the four language cuing systems to decode the text. Write your observations in the boxes below.

How did your knowledge of **word meanings (semantics)** help you decode the text?	How did your knowledge of **grammar (syntax)** help you decode the text?
How did your knowledge of **phonics** help you decode the text?	How did your knowledge of the **context and purpose** of this workshop **(pragmatics)** help you decode the text?

Ahwr Gnu Llernirz

It's teymn tue thro owt old immedgez uv thuh tippikle Umairikuhn kalij pstewdunt. Thuh moaxt rheasint pstatistix shough that uh steartuhleeng XVII milyuhn Umairikuhnz ahr taykeeng kalij koarxuz. But ownlee VI milyuhn uv thum phal whitheen thuh XVIII- tue XXIV-yeir-old aidge raenj, and LXXV prizent uv awl pstewduntz ahr ehnrhowlde peart teymn.

Anutheir maigyr schypht een wutt iz vairyusclee kawld "kauntynooing eadyukashun," "ekstendead eadyukashun" and "naun-tradeeshunle eadyukashun" iz that taykeeng klascez iz awfun gnoe longre uh luhcksyuree but uh chanz tue uhpgrayd schilz tue ehdvanz kuhreirse.

Ighrahnikalee, thuh druhmnatik grothe uv oldre pstewduntz iz kumeeng att uh teymn wenn menee ahr les aybell tue uhphoard klascez and lough-kossed koarxuz ahr beaeeng kut inn kumyunuhtee kalijesse and pstait yuneevirsitease uhkros thuh pstait.

HOME TASK ANALYSIS

1. Share individual experiences conducting your home-task lessons, including successes and problems.

2. As a group, discuss the learning activities shared by group members and select two activities that were especially successful in representing whole language approaches.

Activities Representing Whole Language Approaches

Activity One

Activity Two

WHOLE LANGUAGE: PRINCIPLES AND ACTIVITIES

Whole Language Principles

1. **Language should be kept "whole."**
   –Text should be sufficient to have meaning.
2. **Readers' backgrounds affect meaning.**
   –Interpretation of print is always in context of one's own experiences.
3. **The purpose of language is to communicate meaning.**
   –Syntax and grammar serve to clarify meaning.
4. **Language is individual and social.**
   –Individual expression is selected and used in social contexts.
5. **Listening, speaking, reading and writing should not be artificially separated.**
   –There is no special sequence to language arts.

Some Activities That Support Whole Language

- Use students' experiences (e.g. Language Experience Stories).
- Emphasize meaning in reading (e.g. CLOZE).
- Encourage prediction and confirmation when reading.
- Use discussion to practice thinking about reading.
- Read authentic material aloud to students.
- Provide time for uninterrupted silent reading.
- Let students choose reading that interests them.
- Encourage writing about reading without correction (e.g. journals).

"COMMERCIAL" INTERMEDIATE A.B.E./ ADVANCED E.S.L. WORKSHEET

580. Help Wanted

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Vanderbilt & Co. 324-1010.

RETAIL WAREHOUSE PERSON
F/T, benefits, dependable and able to read wine labels.
Dan at Beltrame's, Menlo Park. 325-3896.

OFFICE CLERICAL SUPPORT
Mail, filing, computer experience helpful, 9 am-1 pm. M-F. $7-$7.50/hr. Call Sempervirens Fund, a non-profit land conservancy. 968-4589.

a. If you wanted to work for a sporting goods company, which number would you call?

_____

b. Which number would you call for temporary work?

_____

c. If you had bookkeeping skills that you wanted to use in a new job, which numbers would you call?

_____

d. If you had computer skills that you wanted to use in a new job, which numbers would you call?

_____

e. Which numbers would you call for sales jobs?

_____

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"COMMERCIAL MATERIALS" WORKSHEET:
Using Commercial Materials in Whole Language Activities

As a group, brainstorm some Whole Language activities that might utilize the "commercial worksheet" your group is examining. Select three activities and briefly describe them below. Next, by checking the appropriate columns to the right, indicate which Whole Language principles are met by each activity.

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

	Principles				
	1	2	3	4	5
Activity 1					
Activity 2					
Activity 3					

"COMMERCIAL" BEGINNING A.B.E. WORKSHEET

Directions: Circle one word in each line that rhymes with the first word in that line.

cane	stain	stone	shine
few	slow	straw	shrew
pail	wheel	whale	while
lace	peace	race	twice
keep	sleep	slope	shape
day	fly	fray	true
hair	slow	chore	chair
trail	sale	whole	tile
cake	spike	steak	spoke
side	ride	mode	said
weed	raid	slide	seed
saw	row	pew	raw

"COMMERCIAL" ADVANCED A.B.E. WORKSHEET

In a famous experiment, C.M. Davis studied the diets of three newly weaned babies. For six months, the babies were allowed to choose their own meals from a wide variety of wholesome foods. Each baby tended to eat only one food for a while, then switched to another one. Over time, the babies selected well-balanced diets. They gained weight normally and were healthy. In fact, one baby chose to eat large amounts of cod liver oil, which is rich in Vitamin D. In this way, he cured himself of a disease called "rickets," which he had when the study began.

A. From this passage, you can conclude:

- ☐ Babies can live on bread alone.
- ☐ Babies should eat whatever they want.
- ☐ Babies crave a balanced diet.
- ☐ Babies like every wholesome food.

B. From this passage you can conclude:

- ☐ All babies should eat cod liver oil.
- ☐ A lack of Vitamin D. leads to "rickets."
- ☐ Cod liver oil is delicious.
- ☐ "Rickets" is a fatal disease.

Researchers say these techniques will help you improve your memory:

1. **Overlearning:** After you memorize something perfectly, study it some more.
2. **Active recitation:** While you are studying something, write it down or say it out loud.
3. **Chunking:** Break a long list of facts into smaller lists or "chunks." Learn the chunks.
4. **Visual imagery:** Try to make a mental picture of anything you are learning.

The main idea of the passage on the left is:

- ☐ Memory works in four steps.
- ☐ Some people have perfect memories.
- ☐ People should work harder to improve their memories.
- ☐ There are several ways to boost your memory.

"COMMERCIAL" BEGINNING E.S.L. WORKSHEET

Teacher says one letter or number in each line. Students circle the correct letter or number.

I.

1.	A	C	F	G	L
2.	B	T	S	R	Q
3.	D	H	K	N	J
4.	E	M	I	P	C

II.

1.	5	7	4	6	9
2.	14	5	8	15	4
3.	12	19	11	16	17
4.	14	22	25	15	23

III.

1.	1st	3rd	6th	7th	10th
2.	2nd	9th	4th	8th	5th
3.	15th	19th	17th	13th	18th
4.	4th	15th	5th	7th	14th

"COMMERCIAL" INTERMEDIATE E.S.L. WORKSHEET

Here are some different ways that you could say you **agree** or you **disagree** with an opinion.

Agree	Disagree
I agree.	I disagree.
That's true.	I don't agree.
You're right.	I agree, but...
Exactly!	You have a point, but...
Absolutely!	Sometimes that's true, but...

Agree and disagree with the following statements:

1. It's hard to find a job.
   agree Absolutely! I've looked for weeks and I can't find one.
   disagree You have a point, but it's better to keep looking than to give up.
2. Wages are high in the U.S.
   agree _____
   disagree _____
   _____
3. To work in a factory is unsafe.
   agree _____
   disagree _____
   _____
4. Men get better jobs than women do.
   agree _____
   disagree _____
   _____

Reflection on the Workshop:
HIGHER-ORDER QUESTIONING SEQUENCE

1. Literal Level (perception, information)	1. What strategies did you use to read this text?
2. Affective Level (feelings, values)	2. How did it make you feel when you had to decode the story aloud in front of the whole group? When you were asked to decode a single letter?
3. Inference Level	3. Why do you think so many different strategies were used by participants in this workshop?
4. Generalization Level	4. Based on your experience "reading" this story, what would you conclude about the process of reading?
5. Application Level	5. Suppose this story had contained unfamiliar vocabulary or that the pictures had been absent, what different strategies might you have used?
6. Evaluation Level	6. Did reading this story give you any new insights into the challenges facing either ABE or ESL adult literacy students ?

ANALYSIS OF MISCUES EXERCISE* (BILL AND SAM)

There are four linguistic principles to keep in mind when teaching reading or dealing with reading problems:

- Readers can be sophisticated about grammatical structure of the language of their speech community.
- Readers bring their knowledge of language to the task of reading.
- Reading is a process which involves the interaction of language and thought.
- Reading is not an exact letter-by-letter, word-by-word decoding process. Rather, it is a "psycholinguistic guessing game," a process which involves the integration of the reader's grammatical system with his knowledge of the world and the printed page.

These four principles may seem obvious enough, but really they signal a radical change in our concept of what the reading process is. Since every response a person makes in reading is cued by sophisticated knowledge of language, personal experiences and the printed material, it's not simply a case of a reader making a mistake when he comes up with a response which is not the same as the printed material. In fact, the word "mistake" is not even used to describe such responses–the preferred term is "miscue."

A teacher can look at a miscue as a piece of evidence, not as something bad or wrong which must be immediately corrected or eradicated. With careful evaluation of reader's miscues, a teacher can zero in on the problem and help readers become more proficient.

In analyzing the miscues of Bill and Sam, the teacher can gain valuable insights into their reading problems. Here are some examples:

Question 1: Do the miscues fit into patterns?

Every miscue seems to relate to some pattern, even though such patterns are complicated and variable.

Corrections: Readers attempt to correct those miscues that upset the grammatical structure or the meaning of the passage they are reading. New readers often do not correct miscues when they result in passages where the meaning or grammar is acceptable. Sam

*This analysis is based on the reading miscue research of Dr. Yetta Goodman and Dr. Carolyn Burke, who are co-authors of the Reading Miscue Inventory, a system to help teachers analyze students' reading miscues, prepare improvement programs, and evaluate progress.

was content with the substitution of **beam** for **band** in line 12: "a band of light and came towards her." Bill was also content not to correct **Sadie** in line 27 and on lines 16-17, **source** for **saucer**, or to correct his omission.

Corrections demonstrate that readers are aware of many of their own reading problems and that they have adequate information and strategies to make acceptable corrections.

Grammatical function: When a reader makes a miscue it will often be the same part of speech or have the same grammatical function as the word or phrase in the printed material. All of Sam's miscues retained the same grammatical function as the word or phrase in the printed material.

Habitual association: Sometimes readers develop habitual associations between words. For example, some may read **happy birthday** whenever they see either **happy** or **birthday** in print. Research shows that this phenomenon seems to be of low level functioning and disappears or diminishes as readers become more proficient. Sometimes habitual associations last during one story only. Other habitual associations, however, may be more lasting.

Dialect: Research has also shown that as readers become more proficient, dialect miscues tend to increase, although they do not seem to affect comprehension. This suggests that readers begin to slip into their mother tongues in oral reading when they are more at ease with their reading.

Dialect miscues often result in passages which are acceptable grammatically within the reader's dialect and in which the meaning is left unchanged. Sam produced no dialect miscues that resulted in unacceptable meaning or grammar but he began to drop "-ed" as he got more comfortable reading the story.

Graphic and phonemic relationships: Research indicates that as readers become more proficient, their miscues are more similar to the printed material in sound-symbol relationship than the miscues made by less proficient readers. Sam's miscue **swelled** for **swallowed** (line 16) and Bill's **warring/wanting** for **warning** (line 4) involved both sound and symbol relationships. They were responding to beginning, medial and final sounds and symbols.

On the other hand, Bill's miscues – **jet** for **jolt**; **sharp** for **shaped**; **fingers** for **figures** suggest that he was paying attention to initial letters and occasionally to final letters, but that he did not sense strong sound-symbol relationships.

Question 2: How does each miscue relate to the grammatical structure of the language and the meaning of the material?

A very large percentage of miscues seems to be explained by their relationship to the grammatical structure of the language of the readers. Miscues are strongly influenced by knowledge of the grammatical system. As readers become more proficient, a greater percentage of their miscues leaves the grammar of the resulting passage unchanged.

None of Sam's miscues changed the grammatical structure of the reading matter in any way. Bill, however, not only had miscues in which the grammatical functions were different from the printed material, but he sometimes produced unacceptable grammatical passages. He read: "She was tied and learned against the tree" (lines 2-3) and "The thunder storm knew me out for a movement" (lines 25-26).

As readers become more proficient, a greater percentage of their miscues cause only slight changes in the meaning of the reading material. Sam was vitally concerned with meaning. Whenever he produced a miscue which might have resulted in unacceptable meaning, he corrected it. However, he did not correct the substitution of shower for storm (line 25) where the two words were synonyms.

Bill did not generally use correction strategies. He seemed content simply to provide a response to the printed material and did not view the reading process as one of gaining meaning from printed symbols. Bill made no distinction between acceptable and unacceptable miscues. He seemed as satisfied to say "holding a electric way" as "holding an electric wire" – although this was a better miscue than "tied and learned against" in terms of comprehension.

Counting the number of miscues is less important than looking at the quality of these miscues and how they change as readers become more proficient. For example, Sam made 22 miscues including four intonation corrections and 11 word corrections. Bill made 34 including only one intonational correction and one word correction.

Real differences begin to show only when the miscues are analyzed for quality and type. It becomes evident that the miscues of more proficient readers are more complex. They involve more integration of the meaning, the grammatical and sound systems of the language with the graphic input and the experience and background of the reader. Miscues made by less proficient readers tend not to be overly complex and include more miscues which respond to the graphic field or to habitual association.

As readers become more proficient, they make "better" miscues than they did at earlier stages. By "better" we mean more productive or more demonstrative of complex processing.

Summary

In analyzing the miscues of these readers, we have made the following discoveries:

The individual readers: We have learned that Bill was very dependent upon the use of initial consonant sounds and graphic similarity in attacking reading material. He paid little attention to context clues or to meaning although he used them occasionally. Sam integrated meaning, context and sound-symbol relationships in his reading.

Readers at particular developmental levels: For all their individual differences, both Bill and Sam proved to be proficient in handling grammatical structures and sound-symbol relationships. The major difference between them was that Sam was able to integrate the skills as he read while Bill generally made use of one skill at a time.

The reading material: Sometimes the structure of the reading material is the real cause of miscues. For example, both Bill and Sam had difficulty with "The two creatures smiled at each other" (line 15).

Helping the readers: Bill's main attack skill is to use initial consonant sounds. He is also aware of grammatical structure as he reads. Integrating the use of context clues, sound-symbol relationships, grammatical function and meaning are instructional objectives beneficial for him. These objectives can be achieved by providing him with material that has language in appropriate context rather than isolated units.

Bill will probably benefit from language experience stories which can become a part of his reading program. He needs to develop self-evaluating and self-correction strategies as he reads. Bill needs to learn that reading involves concern for the intent, outcome, significance and relationships within a story.

Bill's language materials should present concepts within his experience. His reading should include only material that sounds like language and makes sense to him.

Sam seems to be developing well-rounded and fully-integrated reading skills. He makes appropriate use of self-correcting strategies. He simply needs to read more widely. He can deal with conceptually more complex materials if they are interesting to him.

Sam should be encouraged to read orally – in order to prove a point, for example, or to share something he likes with others. This will help him become conscious of differences between oral and silent reading.

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WHOLE LANGUAGE APPROACH – SESSION TWO EVALUATION FORM

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify)

☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ yes ☐ no

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments about Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

   c. video

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The video added to the overall value of the workshop

   (not at all) 1 2 3 4 5 (a great deal)

5. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments about Materials:

Overall Comments:

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which ideas, techniques, or activities do you think you will apply in your own classrooms?

Transparencies for

WHOLE LANGUAGE APPROACH

SESSION ONE

WORKSHOP OBJECTIVES, SESSION ONE AGENDA

WORKSHOP OBJECTIVES

By the end of this workshop, participants will be able to:

1) identify components of the whole language philosophy and the psycholinguistic theory upon which it is based;
2) apply whole language approaches to literacy acquisition practices in ABE and ESL;
3) construct lessons that embody whole language activities;
4) teach whole-language-based lessons to their students; and
5) adapt their use of conventional adult literacy materials to reflect language approaches.

SESSION ONE (3½-4 hrs.)

I. Introduction, Agenda Review, Objectives, Results of Questionnaire (Whole Group)

II. Reading Lesson: "A Story for Teachers" (Whole Group)

III. Reflection on Session One (Whole Group)

IV. Readings: Psycholinguistic Theory and Whole Language Philosophy (Pairs, Teams of Four, Whole Group)

Break

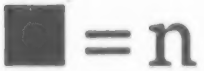
V. Evaluation of Reading Miscues: Bill and Sam (Individuals, Pairs and Whole Group)

VI. Video

VI. Home Task Lesson Planning

VII. Evaluation and Wrap-Up

"A STORY FOR TEACHERS" ALPHABET



Reflection on the Workshop:
HIGHER-ORDER QUESTIONING SEQUENCE

1. Literal Level (perception, information)	1. What strategies did you use to read this text?
2. Affective Level (feelings, values)	2. How did it make you feel when you had to decode the story aloud in front of the whole group? When you were asked to decode a single letter?
3. Inference Level	3. Why do you think so many different strategies were used by participants in this workshop?
4. Generalization Level	4. Based on your experience "reading" this story, what would you conclude about the process of reading?
5. Application Level	5. Suppose this story had contained unfamiliar vocabulary or that the pictures had been absent, what different strategies might you have used?
6. Evaluation Level	6. Did reading this story give you any new insights into the challenges facing either ABE or ESL adult literacy students ?

HOW PSYCHOLINGUISTIC THEORY RELATES TO THE WHOLE LANGUAGE APPROACH

As a team, you were assigned one of the five main principles of the Whole Language approach (below). After half of your team members read, "Psycholinguistic Theory" and half read "Whole Language" (H-5 and H-6), decide as a team how psycholinguistic theory supports the principle of Whole Language that your team was assigned. Write your observations in the appropriate box below.

1. **Language isn't language unless it's kept whole.**

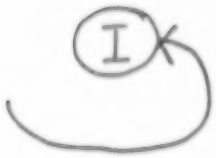
2. **Readers' backgrounds strongly affect the meaning constructed from the printed page.**

3. **The major purposes of language are the creation and communication of meaning.**

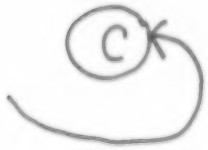
4. **Language is both individual and social.**

5. **The language arts: listening, speaking, reading and writing are mutually supported and shouldn't be artificially separated.**

KEY TO MISCUE MARKINGS



Regression or rereading for change in intonation.



Regression or rereading for correction.

Part of word, word, or phrase circled was omitted.

Word over printed text indicates substitution.

READING MISCUE WORKSHEET

Who is the better reader? ___ **Bill?** **or** ___ **Sam?**

Reasons why or why not . . .	
Bill	**Sam**
As a teacher, what would you prescribe for . . .	
Bill?	**Sam?**

ADDITIONAL WHOLE LANGUAGE ACTIVITIES

List some other activities that the teacher might have used to extend Whole Language learning in the video-taped lesson.

Transparencies for

WHOLE LANGUAGE APPROACH

SESSION TWO

SESSION TWO AGENDA

I. Welcome, Summary of Session One, Agenda Review

II. Psycholinguistic Review Exercise

III. Home Task Analysis

BREAK (15 Minutes)

IV. Converting Commercial Materials to Whole Language: Introduction

V. Converting Commercial Materials to Whole Language: Practice

VI. Reflections on The Workshop

VII. Evaluation, Wrap-Up

PSYCHOLINGUISTICS: REVIEW EXERCISE

How did your knowledge of **word meanings (semantics)** help you decode the text?	How did your knowledge of **grammar (syntax)** help you decode the text?
How did your knowledge of **phonics** help you decode the text?	How did your knowledge of **the context and purpose of this workshop (pragmatics)** help you decode the text?

ACTIVITIES REPRESENTING WHOLE LANGUAGE APPROACHES

"COMMERCIAL MATERIALS" WORKSHEET:
Using Commercial Materials in Whole Language Activities

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

	Principles				
	1	2	3	4	5
Activity 1					
Activity 2					
Activity 3					

WHOLE LANGUAGE ACTIVITIES FOR "COMMERCIAL" MATERIALS

ABE	ESL

REFLECTION ON THE WORKSHOP

Five Whole Language Principles:

1. **Language should be kept "whole."**
2. **Readers' backgrounds affect meaning.**
3. **The purpose of language is to communicate meaning.**
4. **Language is individual and social.**
5. **Listening, speaking, reading, and writing should not be artificially separated.**

	Principles				
	1	2	3	4	5
Activity					
Activity					
Activity					
Activity					
Activity					
Activity					